External Review Team Process

Office of Federal and State Accountability
Division of Accountability

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
Revised for School Year 2008-09
Revisions Included

School: **Jackson School**   District: **Kershaw**

Principal: **Dr. Gerald Gary**   Superintendent: **Frank Morgan**

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
2008–09 School Year of Implementation

Rationale

Jackson Elementary School is a Title 1 school with a student population of approximately 420 students serving kindergarten (5 year old) through fifth grade with a high poverty index with 78% of our students receiving free/reduced meals. The school is located in Kershaw County within the Camden, South Carolina city limits. Constructed in 1981, Jackson has experienced several transitions. It began as a fourth and fifth grade school, then was restructured and became a pre-kindergarten through first grade school, and presently is a kindergarten through fifth grade structure.

Jackson School is one of three elementary schools within the Camden area attendance zone. After the last restructuring, the district allowed parents a choice among the three Camden elementary schools. Our current student population consists of African-Americans (76%), Hispanics (5%), Caucasians (17%), others (2%). Because parents may choose the school they want their elementary-age children to attend, our school has attracted a large portion of the African-American and Hispanic population. Over the last several years Jackson has seen a pronounced shift in the racial demographics of our student population. In school year 2003-04 students tested in grades 3-5 consisted of 54% African- Americans, 42% Caucasians, and 4% Hispanics. In 2006-07 the racial/ethnic groups for tested grades 3-5 were 74% African-Americans, 21% Caucasians, and 5% Hispanics. During the current school year there has been an approximately 20% change in student population with 39 students enrolling in Jackson since the opening of school and 35 students withdrawing.

Our district has undertaken an ambitious building program and Jackson School hopes to be included in Phase One. The district is in the process of choosing a location for a new school; attendance lines would be drawn which should impact the student population numbers and demographics of the three schools in the coming years.

Jackson has undergone several administrative changes over the last few years including three principal changes since 2003. We have lost a part-time assistant principal position because of student population shifts. The teaching staff has experienced a number of changes as well. During 2006-07 in tested grades 3-5, there were 5 new teachers in nine classrooms and a turnover within the middle of the year for one third grade classes. Currently Jackson has an instructional staff of 33 with an on-site curriculum coach and one administrator.

In the midst of constant change, we continue to strive to provide a positive learning environment for our students. This year, we added a behavior intervention program, which allowed us to keep students in school with fewer suspensions. Jackson remains committed to a successful learning environment for all students insuring they will have opportunities for academic success.

Jackson School completed an analysis of its assessment data including all areas of Palmetto Achievement Challenge Test (PACT) at the beginning of the school year and shared the results with the entire staff. The historical data shows that students meeting standard dropped in all three grade levels

in all four tested areas: English Language Arts (ELA), Math, Science and Social Studies with the exception of a 1% increase in third grade ELA. A longitudinal examination of scores also revealed a loss at each grade level in each subject area. The data analysis revealed that the percentage of students meeting AYP in ELA and Math for grades 3-5 also declined from 2006-2007. The achievement gap between African- American students and Caucasians has decreased with a greater percentage of African-American students meeting standard than Caucasians. Our 2007 PACT scores were a disappointment to all involved especially since Jackson had received a Silver Award for academic improvement in 2006-07. We are determined to reverse this trend in test scores. (See Data Charts)

Using our 2007-08 Measures of Academic Progress (MAP) test results from fall to winter we have charted our students' growth. Using the correlation between PACT and MAP, we have determined the performance levels of each of our 3rd – 5th graders. (See Data Charts) With this information, we are targeting particular skills and forming focus groups in math to give additional instruction through our Extended Day program and early morning math groups. We also employed a retired reading specialist to provide reading enrichment to approximately one-third of our third, fourth and fifth graders. We have also used a matching grant to employ two retired teachers to work with 1st and 2nd grade students who are not meeting reading benchmarks in a Reading Recovery type model.

In order to engage our students and impact student achievement Jackson has added a significant amount of technology this year, placing Smartboards and digital projectors in every classroom. Teachers have received strong professional development in the use of this technology and these skills are showcased on Technology Thursdays throughout the school.

The External Review Process (ERT) began with the orientation of the principal and curriculum coach on January 24, 2008. The school faculty and staff received an orientation on the process at the faculty meeting on February 4, 2008. Meetings were held with the school Leadership Team, consisting of teacher representatives from grades 3-5, K-2, related arts, guidance, the curriculum coach and the principal to determine the steps for creating our school renewal plan. Several documents were already completed by our school that would give significant information and direction such as the Southern Association of Colleges and Schools report, Title One plan, and Academic Technical Assistance Plan. The Leadership Team met with the External Review Team members on four dates for collaboration and assistance and began to gather input from our staff.

As we have begun the ERT process we have examined our existing curriculum and instruction and have begun a longitudinal study of the academic achievement of students served by several of our special programs. We will examine the effectiveness of all of our instructional programs to find ways to make improvements. In order to impact achievement immediately we have established Focused School Renewal Plan (FSRP) goals that address each of the core subject areas. We will use PACT and MAP results to target academic weaknesses in both ELA and math through focused instructional grouping. In order to improve our math performance quarterly assessments will be created and used to provide ongoing instructional information.

We have identified specific strategies to impact each of the three tested grades. Third grade will attend the computer lab daily for approximately 45 minutes of ELA and math instruction instead of twice per week in order to utilize our SuccessMaker computer lab instructional program for greatest effectiveness. In order to impact our students' science achievement, fourth and fifth grades will be scheduled into the science lab for daily science instruction. Other grades will utilize science kit inquiry-based instruction within the classroom. A focused PACT preparation will be included in social studies instruction in all three grades.

With dedicated work we expect our school to meet the goals of our Focused School Review Plan and improve the overall achievement of our students for the 2008-09 school year.

Jackson Elementary School
School Report Card Absolute Ratings
- 2007   Unsatisfactory
- 2006   Below Average
- 2005   Average
- 2004   Average
- 2003   Average

Addendum

Response to Recommendations of the External Review Team Confirmation Committee (ERTCC)
Completed September 19, 2008

Rationale

Data from three years of PACT was provided and displayed by grade level by content areas. The graph and table results indicate a substantial increase in students scoring Below Basic in English/language arts for 2007 over previous years except in third grade. In math, the PACT charts an average increase of 15 percent in the Below Basic performance level when compared to the prior year. Map data based on PACT projections for student performance levels also indicate a large percentage of students projected to score in the Below Basic performance level: grade 3 – 41%, grade 4 – 50%, and grade 5 – 42%. In science and social studies, PACT data shows that the percentage of students scoring in the Below Basic performance level ranges in the area between 40% to 65%.

Based on the assessment data for Jackson Elementary, four student achievement goals were developed to address the need to decrease students in the Below Basic performance level and increase the percentage of students scoring Proficient and Advanced. Student Achievement Goal 1 focused on math by establishing minimum time on instruction and intervention activities for students needing assistance. Student Achievement Goal 2 addresses English/language arts and a focus on writing and instructional time on task. For science, Student Achievement Goal 3 establishes a collaboration between teacher and the science lab instructor for grade 3 for instructional planning and implements a science instructional time with the science lab instructor and class teacher for grades 4 and 5. Student Achievement Goal 4 will focus on established instructional time and standards planning and the use of supplemental materials to support social studies content.

Student Achievement Goals

Student Achievement Goals 1 and 2 were re-written to clearly state the measure of student progress. Students will show and increase of one performance level based on growth from the fall 2008 administration to the Spring 2009 administration of NWEA's MAP as determined by the MAP/PACT correlation from NWEA.

Student Achievement Goals 3 and 4 required a more appropriate measure of student progress. For science, a common benchmark assessment developed by the school from items in the MacMillan/McGraw-Hill Standards Preparation Booklet (2008 Edition) and the Foss Science Kit assessments. In social studies, school-developed unit tests with items from the Scott Foresman PACT Practice books and teacher-made standards-based items will be used.

As recommended by the ERTCC, strategies have been made more specific to support the focus of the student achievement goals. Also, indicators have been revised to provide information on the type of documentation to be kept to verify implementation of the strategies. The indicators have been revised to include more specific information as to what the documentation will be, who will review it and maintain it, when will activities be completed, and what feedback will be given by whom.
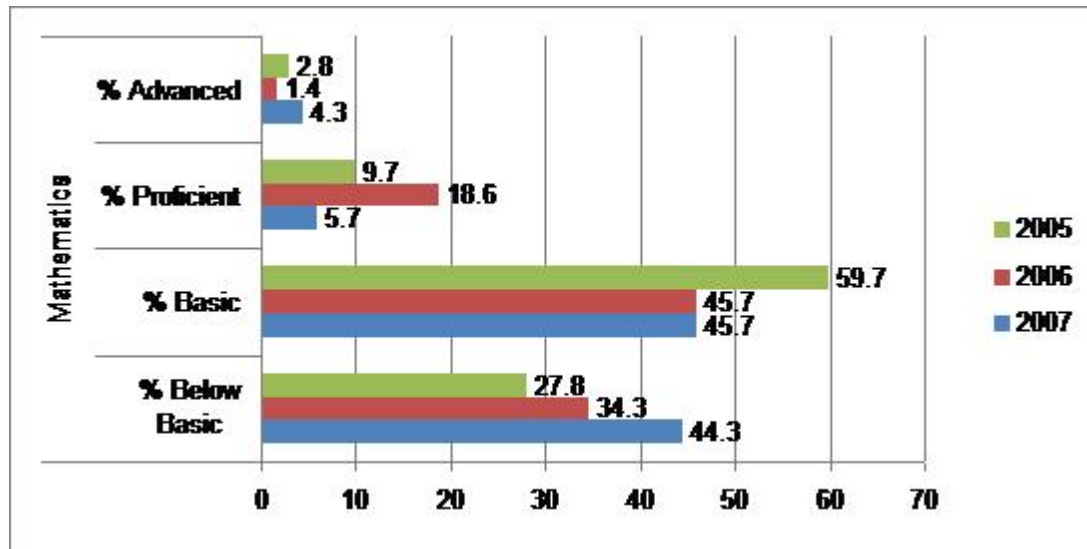
2007 PACT

Grade 3

English/Language Arts

	% Below Basic	% Basic	% Proficient	% Advanced
2007	19.7	54.5	21.2	4.5
2006	20.6	44.1	27.9	7.4
2005	21.1	39.4	35.2	4.2
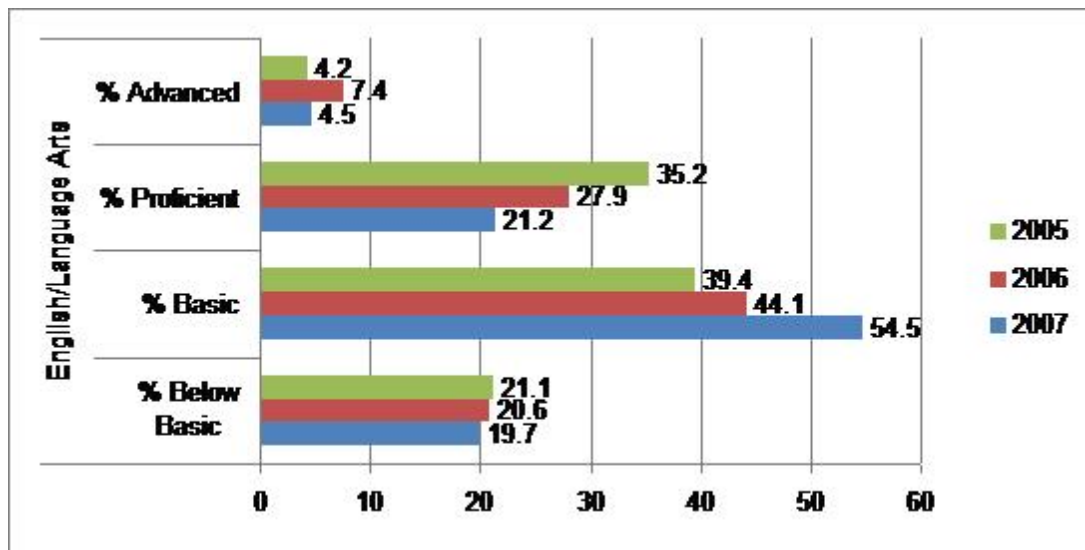
2007 PACT

Grade 3

	Mathematics			
	% Below Basic	% Basic	% Proficient	% Advanced
2007	44.3	45.7	5.7	4.3
2006	34.3	45.7	18.6	1.4
2005	27.8	59.7	9.7	2.8

2007 PACT

Grade 3

	Science			
	% Below Basic	% Basic	% Proficient	% Advanced
2007	65.7	31.4	2.9	
2006	54.3	34.3	11.4	
2005	45.8	50	2.8	1.4
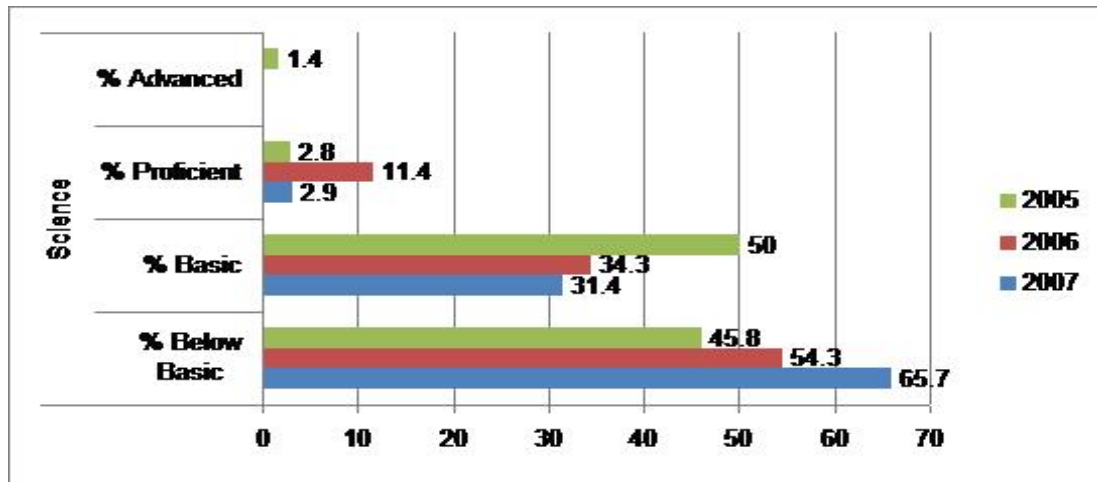
2007 PACT

Grade 3

	Social Studies			
	% Below Basic	% Basic	% Proficient	% Advanced
2007	50	50		
2006	42.9	44.3	11.4	1.4
2005	54.2	36.1	8.3	1.4
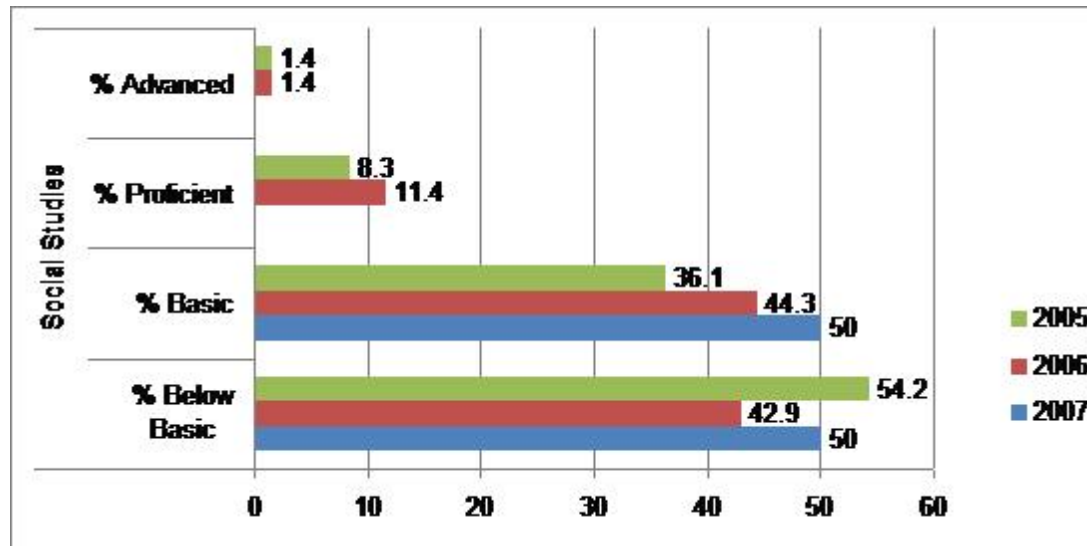
2007 PACT

Grade 4

English/Language Arts			
% Below Basic	% Basic	% Proficient	% Advanced
2007	33.8	49.3	15.5	1.4
2006	22.7	57.6	19.7	
2005	32.8	42.2	25	
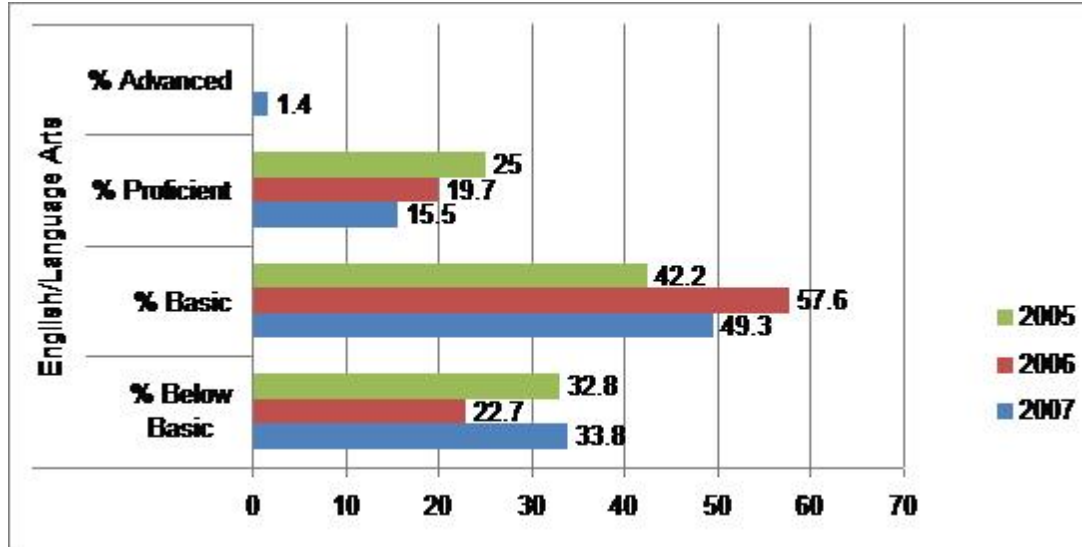
2007 PACT

Grade 4

	Mathematics			
	% Below Basic	% Basic	% Proficient	% Advanced
2007	43.8	37	13.7	5.5
2006	28.8	39.4	25.8	6.1
2005	21.5	52.3	16.9	9.2
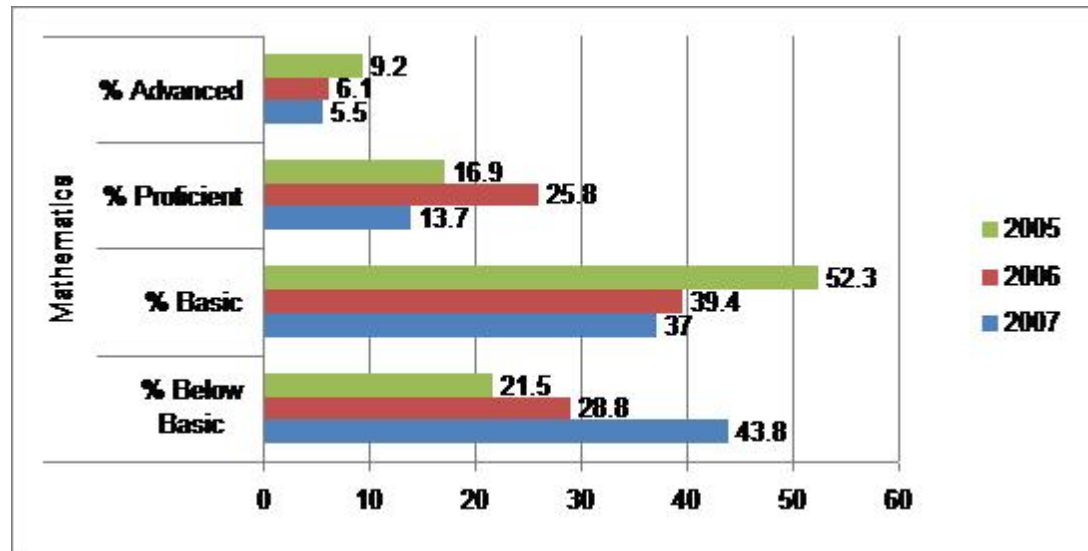
2007 PACT

Grade 4

	Science			
	% Below Basic	% Basic	% Proficient	% Advanced
2007	63	27.4	8.2	1.4
2006	43.9	37.9	12.1	6.1
2005	41.5	36.9	16.9	4.6
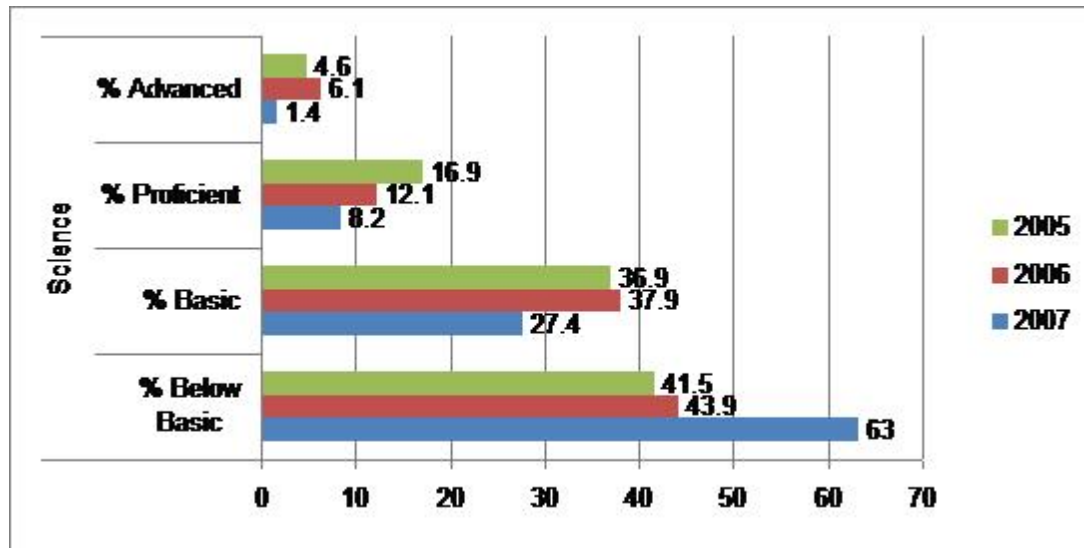
2007 PACT

Grade 4

	Social Studies			
	% Below Basic	% Basic	% Proficient	% Advanced
2007	43.8	49.3	6.8	
2006	33.3	54.5	4.5	7.6
2005	35.4	53.8	6.2	4.6

2007 PACT

Grade 5
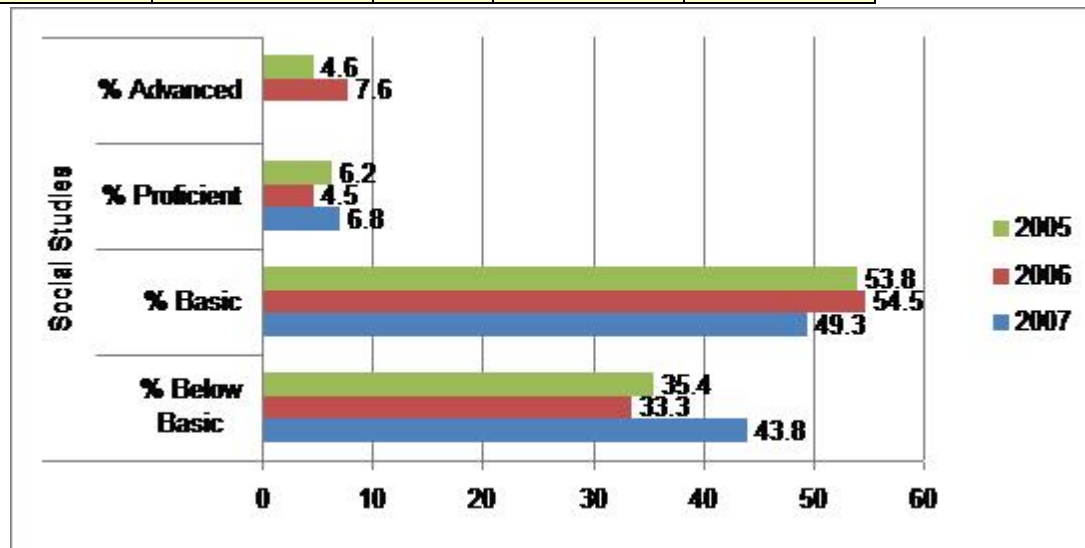
English/Language Arts			
% Below Basic	% Basic	% Proficient	% Advanced
2007 37.9	51.7	10.3	
2006			
2005			
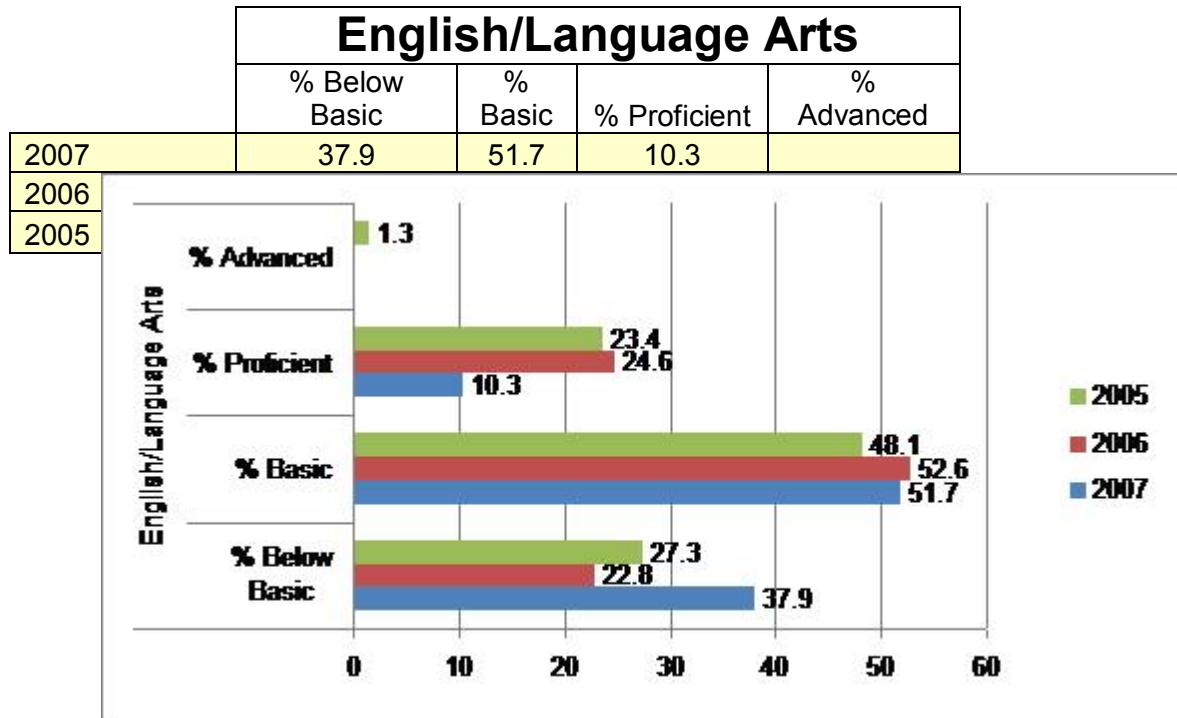
2007 PACT

Grade 5

	Mathematics			
	% Below Basic	% Basic	% Proficient	% Advanced
2007	37.9	53.4	8.6	
2006	33.3	45.6	10.5	10.5
2005	22.8	44.3	17.7	15.2
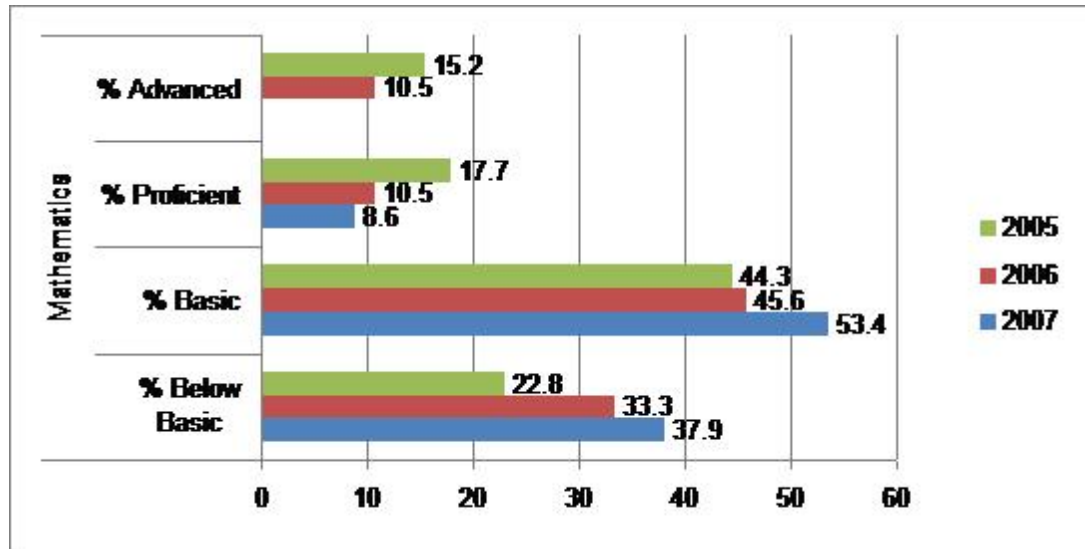
2007 PACT

Grade 5

	Science			
	% Below Basic	% Basic	% Proficient	% Advanced
2007	66.7	23.3	10	
2006	36.8	40.4	12.3	10.5
2005	39.7	42.3	7.7	10.3
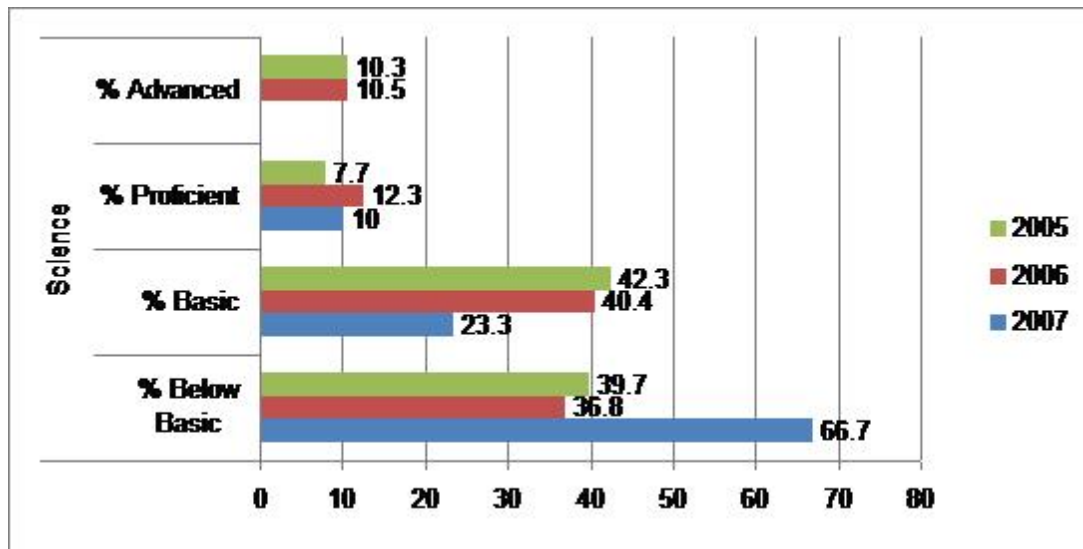
2007 PACT

Grade 5

	Social Studies			
	% Below Basic	% Basic	% Proficient	% Advanced
2007	60.7	25	3.6	10.7
2006	42.1	52.6	3.5	1.8
2005	35.4	40.5	13.9	10.1
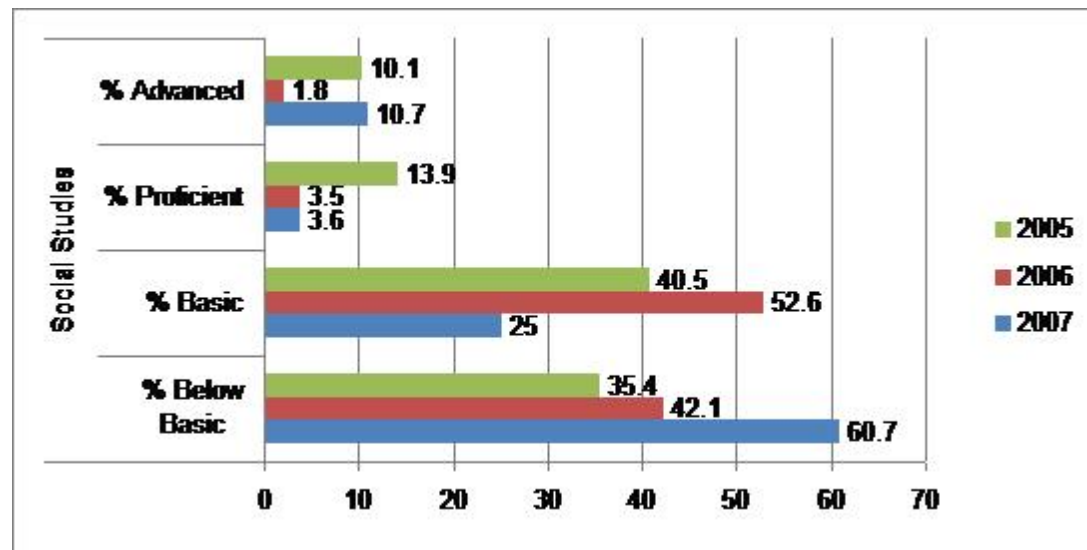
Jackson School PACT Projections based on 2007-2008 MAP Scores

Grade 3	Math Fall 2007					Math Winter 2008				
Total Tested	72					Total Tested	73			
	Below Basic	Basic	Proficient	Advanced			Below Basic	Basic	Proficient	Advanced
Number of Students	41	31	0	0			30	39	4	0
Percentage of Students	57%	43%	0%	0%			41%	54%	5%	0%
Fall to Winter Changes (# of students)	**Below Basic**		**Basic**			**Proficient**			**Advanced**	
	-11		+8			+4			0	

Grade 3	Reading Fall 2007					Reading Winter 2008				
Total Tested	74					Total Tested	72			
	Below Basic	Basic	Proficient	Advanced			Below Basic	Basic	Proficient	Advanced
Number of Students	29	36	9	0			18	30	22	2
Percentage of Students	39%	49%	12%	0%			25%	42%	31%	2%
Fall to Winter Changes (# of students)	**Below Basic**		**Basic**			**Proficient**			**Advanced**	
	-11		-6			+13			+2	

Grade 3	Language Fall 2007					Language Winter 2008				
Total Tested	74					Total Tested	70			
	Below Basic	Basic	Proficient	Advanced			Below Basic	Basic	Proficient	Advanced
Number of Students	33	29	12	0			17	29	23	1
Percentage of Students	45%	39%	16%	0%			24%	42%	33%	1%
Fall to Winter Changes (# of students)	**Below Basic**		**Basic**			**Proficient**			**Advanced**	
	-16		0			+11			+1	

Jackson School PACT Projections based on 2007-2008 MAP Scores

Grade 4	Math Fall 2007					Math Winter 2008			
Total Tested	71					Total Tested	73		
	Below Basic	Basic	Proficient	Advanced		Below Basic	Basic	Proficient	Advanced
Number of Students	50	17	4	0		36	28	8	1
Percentage of Students	70%	24%	6%	0		50%	38%	11%	1%
Fall to Winter Changes (# of students)	Below Basic		Basic		Proficient			Advanced	
	-14		+11		+4			+1	

Grade 4	Reading Fall 2007					Reading Winter 2008			
Total Tested	69					Total Tested	69		
	Below Basic	Basic	Proficient	Advanced		Below Basic	Basic	Proficient	Advanced
Number of Students	33	29	7	0		25	29	14	1
Percentage of Students	48%	42%	10%	0%		36%	43%	20%	1%
Fall to Winter Changes (# of students)	Below Basic		Basic		Proficient			Advanced	
	-8		0		+7			+1	

Grade 4	Language Fall 2007					Language Winter 2008			
Total Tested	68					Total Tested	70		
	Below Basic	Basic	Proficient	Advanced		Below Basic	Basic	Proficient	Advanced
Number of Students	32	29	6	1		26	36	8	0
Percentage of Students	47%	43%	9%	1%		37%	52%	11%	0%
Fall to Winter Changes (# of students)	Below Basic		Basic		Proficient			Advanced	
	-6		+7		+2			-1	

Jackson School PACT Projections based on 2007-2008 MAP Scores

Grade 5	Math Fall 2007					Math Winter 2008			
Total Tested	73					Total Tested	69		
	Below Basic	Basic	Proficient	Advanced		Below Basic	Basic	Proficient	Advanced
Number of Students	46	25	2	0		29	33	5	2
Percentage of Students	63%	34%	3%	0%		42%	48%	7%	3%
Fall to Winter Changes (# of students)	Below Basic		Basic			Proficient		Advanced	
	-17		+8			+3		+2	

Grade 5	Reading Fall 2007					Reading Winter 2008			
Total Tested	72					Total Tested	67		
	Below Basic	Basic	Proficient	Advanced		Below Basic	Basic	Proficient	Advanced
Number of Students	34	32	6	0		24	42	1	0
Percentage of Students	47%	45%	8%	0%		36%	63%	1%	0%
Fall to Winter Changes (# of students)	Below Basic		Basic			Proficient		Advanced	
	-10		+10			-5		0	

Grade 5	Language Fall 2007					Language Winter 2008			
Total Tested	71					Total Tested	68		
	Below Basic	Basic	Proficient	Advanced		Below Basic	Basic	Proficient	Advanced
Number of Students	36	28	7	0		19	40	8	1
Percentage of Students	51%	39%	10%	0%		28%	59%	12%	1%
Fall to Winter Changes (# of students)	Below Basic		Basic			Proficient		Advanced	
	-17		+12			+1		+1	

Jackson School PACT Projections based on 2007-2008 MAP Scores

Grades 3-5	Math Fall 2007					Math Winter 2008			
Total Tested	216					Total Tested	215		
	Below Basic	Basic	Proficient	Advanced		Below Basic	Basic	Proficient	Advanced
Number of Students	137	73	6	0		95	100	17	3
Percentage of Students	63%	34%	3%	0%		44%	47%	8%	1%
Fall to Winter Changes (#of students)	**Below Basic**		**Basic**		**Proficient**			**Advanced**	
	-42		+27		+11			+3	

Grades 3-5	Reading Fall 2007					Reading Winter 2008			
Total Tested	215					Total Tested	208		
	Below Basic	Basic	Proficient	Advanced		Below Basic	Basic	Proficient	Advanced
Number of Students	96	97	22	0		67	101	37	3
Percentage of Students	45%	45%	10%	0%		32%	49%	18%	1%
Fall to Winter Changes (#of students)	**Below Basic**		**Basic**		**Proficient**			**Advanced**	
	-29		+4		+15			+3	

Grades 3-5	Language Fall 2007					Language Winter 2008			
Total Tested						Total Tested			
	Below Basic	Basic	Proficient	Advanced		Below Basic	Basic	Proficient	Advanced
Number of Students	101	86	25	1		62	105	39	2
Percentage of Students	47%	40%	12%	1%		30%	50%	19%	1%
Fall to Winter Changes (#of students)	**Below Basic**		**Basic**		**Proficient**			**Advanced**	
	-39		+19		+14			+1	

School Timeline

Jackson Elementary School
2008-09 Focused School Renewal Plan Timeline

July 2008
- Develop Master Schedule

August 2008
- Attend 3 days of Staff Development
- Participate in District Level Common Planning Day
- Create eChalk web pages
- Begin SuccessMaker
- Begin Classroom Assessments
- Begin Accelerated Reader Program
- Begin LEAP Program
- Begin SOAR to Success Program
- Begin SRA Reading Program
- Begin FOSS and STC Science Kits for Inquiry Based Instruction
- Begin Science Notebooking
- Provide Initial NWEA Map Training
- **Fall MAP Testing** Begins August 25

September 2008
- DIBELS testing September 2-26
- **Fall MAP Testing** Ends September 26
- Attend MAP Data Analysis Training
- Provide Professional Development activities for MAP Data Usage
- Compile Data Notebook
- Implement and/or Review Focused Interventions
- Begin Meetings to Review FSRP
- Begin CAMPP Math Professional Development
- Begin Monthly Best Practice Sharing
- Grade level meetings to review Successmaker progress report
- Principal receives and reviews progress goal reports for each class.
- Science lab teacher meets weekly with 3rd grade teachers to develop science plans

October 2008
- Participate in School Level Common Planning Day
- Initiate Student Goal Setting Conference
- Begin Individualized Plans of Work
- Continue CAMPP Math Professional Development
- Target population identified from MAP data for focused interventions
- Specific target interventions determined, students scheduled, and implementation begins.
- Review of data notebook by principal
- Plans of Work submitted by teachers to principal for review
- Professional Book Study and "Best Practices" sharing held on 4th Monday
- Grade level meetings to review Successmaker progress report
- Principal receives and reviews progress goal reports from computer lab mamager for each class.
- Science lab teacher meets weekly with 3rd grade teachers to develop science plans.

November 2008
- CogAT Testing Nov. 5-7
- ITBS Testing Nov.10-11
- Parent's Day 12:00-7:00
- Begin historical novel with writing piece for social studies
- Professional Book Study and "Best Practices" sharing held on 4th Monday
- Grade level meetings to review Successmaker progress report
- Principal receives and reviews progress goal reports from computer lab manager for each class.
- Science lab teacher meets weekly with 3rd grade teachers to develop science plans.

December 2008
- **Winter MAP Testing Dec. 1-19**
- Organize & Conduct Family Reading Night
- Grade level writing prompts completed and scored
- Grade level meetings to review Successmaker progress report
- Principal receives and reviews progress goal reports from computer lab manager for each class.
- Science lab teacher meets weekly with 3rd grade teachers to develop science plans.

January 2009
- **Winter MAP Testing Jan.5-30**
- Winter DIBELS Jan 5-30
- Begin Extended Day Tutoring Program
- Guidance lessons on test-taking strategies

- Plans of Work submitted by teachers for principal review
- Grade level analysis of mid-year MAP administration results for targeted intervention groups
- Professional Book Study and "Best Practices" sharing held on 4th Monday
- Review of data notebook by principal
- Grade level meetings to review Successmaker progress report
- Principal receives and reviews progress goal reports from computer lab manager for each class.
- Science lab teacher meets weekly with 3rd grade teachers to develop science plans.

February 2009
- ELDA Testing Begins Feb 23
- Attend School Level Common Planning Day
- Attend Staff Development
- Guidance lessons on test taking strategies
- Professional Book Study and "Best Practices" sharing held on 4th Monday
- Grade level meetings to review Successmaker progress report
- Principal receives and reviews progress goal reports from computer lab manager for each class.
- Science lab teacher meets weekly with 3rd grade teachers to develop science plans.

March 2009
- **Spring MAP Testing March 2-27**
- **PASS Writing Assessment**
- Attend District Level Common Planning Day
- Organize and Conduct S.M.A.R.T. Family Night
- Professional Book Study and "Best Practices" sharing held on 4th Monday
- Grade level meetings to review Successmaker progress report
- Principal receives and reviews progress goal reports from computer lab manager for each class.
- Science lab teacher meets weekly with 3rd grade teachers to develop science plans.

April 2009
- Attend Staff Development
- Completion of Mastery of Data Rubrics for data notebooks by principal
- Plans of Work submitted by teacher for review by the principal
- Professional Book Study and "Best Practices" sharing held on 4th Monday
- Grade level meetings to review Successmaker progress report
- Principal receives and reviews progress goal reports from computer lab manager for each class.
- Science lab teacher meets weekly with 3rd grade teachers to develop science plans.

May 2009
- Spring DIBELS May 1-22
- **PASS Testing May 11-15 (make-ups through May 21)**

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 1: By April 1, 2009, 30% of students in grades 3, 4, and 5 will increase at least one PACT performance level in math from the Fall 2008 administration to the Spring 2009 administration of the MAP Math assessment based on the Northwest Evaluation Association's MAP/PACT Correlation for projected math performance on PACT.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
1. **Students in grades K-5 will receive a minimum of 60 minutes of daily math instruction that is aligned to SC Math Curriculum Standards.**	Administrator/ Dr. Gary Curriculum Coach/Mrs. McAlister External Review Team (ERT) Teachers & Staff Computer Lab Instructor/M. Boggs Resource Teacher/G. Bennett Math Interventionist teacher	August 2008	• Designating a minimum of 60 minutes of daily math instruction supports the achievement of this goal: The ERT will be responsible for generating a master Schedule which ensures at least 60 minutes of daily math instruction. Teachers will submit daily teaching schedules that show a minimum of 60 minutes of daily math instruction and daily teaching schedules will be posted outside each classroom. Lesson plans will be checked weekly by administration for amount of time for math & math standard(s) noted in daily plans. Weekly walk-through observations will be conducted & feedback will be given to teachers on lesson plans & observations. Copies of observations and feedback will be kept on file with the principal.
2. **Students in grades 1,2,4 &5 will receive 30 minutes weekly of additional math instruction through the use of the Successmaker and/or A+ Learning**	Administrator/ Dr. Gary Curriculum Coach/Mrs. McAlister External Review Team	September 2008	• The Computer Lab Instructor will provide monthly Progress & Time on Lesson Reports to principal and teachers. The monthly reports will

Programs. **Students in grade 3 will receive 90 minutes weekly of additional math instruction through the use of the Successmaker and/or A+ Learning Programs.**	Teachers & Staff Computer Lab Instructor/M. Boggs		be reviewed and skill needs will be discussed by principal/curriculum coach and teachers in monthly grade level curriculum meetings held 1st Monday of each month with minutes of meeting submitted to principal. Grade level team leaders and computer lab instructor will submit monthly progress goals for each class to principal for review.
3. **Small group and/or individual focused math skill tutoring will be provided for students identified by PACT and/or MAP data.**	Administrator/ Dr. Gary Curriculum Coach/Mrs. McAlister External Review Team Teachers & Staff Computer Lab Instructor/M. Boggs Resource Teacher/G. Bennett Math Interventionist Teacher	October 2008	• By October 30, 2008, the classroom teachers along with Dr. Gary and Mrs. McAlister will disaggregate the Fall MAP data to identify students that will receive focused tutoring interventions in math. Roster of identified students will be created and a schedule will be developed to identify the specific interventions and tutoring times. This plan will be monitored monthly by principal and curriculum coach for implementation. The progress of the identified students will be assessed through a mid-year MAP administration and reviewed with teachers by the administration.

4. **Teachers will receive at least 15 hours of professional development in the use of math manipulatives & best practice teaching strategies for math.**	Administrator/ Dr. Gary Curriculum Coach/Mrs. McAlister External Review Team Teachers & Staff Computer Lab Instructor/M. Boggs Resource Teacher/G. Bennett Self-Contained EH/Reed-Carr	September 2008	• CAMPP Math, a professional development (PD) program conducted by Dr. J. Piel of UNCC will be held Sept. 13., Sept. 17 , Oct. 3 with additional dates to be scheduled. Teacher attendance will be recorded with attendance logs. The use of math manipulatives will be recorded in monthly observations conducted by administration beginning in October. Copies of observation feedback will be given to teachers and teacher conferences held as needed.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 2: By April 1, 2009, 30% of students in grades 3, 4, and 5 will increase at least one PACT performance level in both reading and language usage from the Fall 2008 administration to the Spring 2009 administration of the MAP Reading and Language Usage assessments based on the Northwest Evaluation Association's MAP/PACT Correlation for projected math performance on PACT.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
1. **Students in grades 3-5 will receive a minimum of 90 minutes of daily English Language Arts (ELA) instruction which is aligned to SC ELA Curriculum Standards.**	Administrator/ Dr. Gary Curriculum Coach/Mrs. McAlister External Review Team Teachers & Staff	August 2008	• Designating a minimum of 90 minutes of daily ELA instruction supports the achievement of this goal: The ERT Leadership Team will be responsible for generating a master schedule which ensures at least 90 minutes of daily ELA instruction. Teachers will submit daily teaching schedules that show a minimum of 90 minutes of daily ELA instruction and daily teaching schedules will be posted outside each classroom. Lesson plans will be checked weekly by Dr. Gary for amount of time for ELA & ELA standard(s) noted in daily plans. Weekly walk-through observations will be conducted & feedback will be given to teachers on lesson plans & observations.

2. **Grades 3-5 will participate in focused ELA writing instruction each quarter conducted by classroom teachers and writing interventionist meeting with each grade level class at least 55 minutes three times per week on an alternating schedule.**	Administrator/Dr. Gary Curriculum Coach/McAlister Teachers & Staff Writing Interventionist Teacher External Review Team	September 2008	• Students will complete at least two writing exercises based on SC PACT writing prompt format (one in December and one in February). The writing will be graded using the SC Writing Rubric. Results will be discussed during grade level planning with teachers, curriculum coach & writing interventionist and follow-up activities will be developed to address identified skill needs.
3. **Students in grades 1,2,4 &5 will receive 30 minutes weekly of additional ELA instruction through the use of the Successmaker and/or A+ Learning Programs. Students in grade 3 will receive 90 minutes weekly of additional ELA instruction through the use of the Successmaker and/or A+ Learning Programs.**	Administrator/Dr. Gary Curriculum Coach/McAlister Teachers & Staff Computer Lab Instructor External Review Team	August 2008	• The Computer Lab Instructor will provide monthly Progress & Time on Lesson Reports to principal and teachers. The monthly reports will be reviewed and skill needs will be discussed by principal/curriculum coach and teachers in monthly grade level curriculum meetings held 1st Monday of each month with minutes of meeting submitted to principal. Grade level team leaders and computer lab instructor will submit monthly progress goals for each class to principal for review.
4. **Students in grades 3-5 will receive a minimum of five reading and general test-taking strategy lessons conducted by guidance counselor and assisted by teachers.**	Administration/Dr. Gary Guidance Counselor/Dr. Ross Teachers & Staff External Review Team Curriculum Coach	November 2008	• A schedule of lessons & lesson plans will be submitted by guidance counselor to Dr. Gary for review. Results of strategy lessons will be discussed by teachers and Dr. Ross in weekly grade level team planning following the lesson and any necessary follow-up activities will be developed & implemented.

Focused Goal 3: By April 1, 2009, 70% of students in grades 3-5 will demonstrate mastery of 80% or more on each of the school-developed science unit benchmark tests. Assessment items are taken from the MacMillan/McGraw Hill Standards Preparation Booklet (2008 Edition) and the FOSS Science Kit assessments which are identified as correlated with the SC science standards.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
1. **Students in grade 3 will receive a minimum of 180 minutes of inquiry-based science instruction aligned to the SC science standards through the use of science kits, AIMS activities, textbook, and teacher-designed lessons.**	Administrator/Dr. Gary Curriculum Coach/McAlister Teachers & Staff Science Lab Instructor/Baldwin External Review Team	August 2008	• Designating a minimum of 180 minutes of weekly science instruction supports the achievement of this goal: The ERT Leadership Team will be responsible for generating a master Schedule which ensures at least 180 minutes of weekly science instruction. Teachers will submit daily teaching schedules that show a minimum of 180 minutes of weekly science instruction and daily teaching schedules will be posted outside each classroom. Lesson plans will be checked weekly by Dr. Gary for amount of time for science and standard(s) noted in daily plans. Weekly walk-through observations will be conducted by administration & feedback will be given to teachers on lesson plans & observations. Copies of feedback will be kept on file by principal. • Science lab instructor will meet with 3rd grade teachers once per week to assist with planning of inquiry-based lessons. Grade level planning minutes will reflect collaboration & copies will be given to Dr. Gary & Mrs. McAlister.

Strategy #1 Continued		September 2008	• Assessment data will be reviewed in grade level curriculum planning after each benchmark test to identify skill strengths and skill remediation needs. Grade level planning minutes will be submitted to Dr. Gary & Mrs. McAlister after each benchmark test with specific strategies noted for meeting focused goal #3.
2. **Students in grades 4 and 5 will receive inquiry- based science instruction in the Science Lab for 180 minutes per week with *science lab instructor and classroom teacher using a team-teaching approach.***	Science Lab Instructor/K. Baldwin Fourth and Fifth Grade Teachers External review Team Administration Curriculum Coach	August 2008	Designating a minimum of 180 minutes of weekly science instruction supports the achievement of this goal: • The ERT Leadership Team will be responsible for generating a master Schedule which ensures at least 180 minutes of weekly science instruction. Teachers will submit daily teaching schedules that show a minimum of 180 minutes of weekly science instruction and daily teaching schedules will be posted outside each classroom. Lesson plans will be checked weekly by Dr. Gary for amount of time for science and standard(s) noted in daily plans. Weekly walk-through observations will be conducted by administration & feedback will be given to teachers on lesson plans & observations. • Assessment data will be reviewed by classroom teachers and science lab instructor in grade level curriculum planning meetings after each benchmark test to identify skill strengths and skill remediation needs. Grade level meeting minutes will be submitted to Dr. Gary & Mrs. McAlister after each benchmark test with specific strategies noted for meeting focused goal #3.

3. Grade Levels K-5 will teach a science unit aligned to SC science standards using at least one science kit (FOSS/ STC) during the year.	Administrator Curriculum Coach Teachers & Staff Science Lab Instructor External Review Team	August – March 2008	• Teachers will submit lesson plans to Dr. Gary noting science standard(s) being taught & the implementation of a science kit. Weekly walk-through observations will be conducted by administration & feedback will be given to teachers on lesson plans & observations. • An assessment will be given after instruction with kit to determine mastery of skills and standards. Teachers will identify needed review & implement additional strategies for mastery and document these in lesson plans submitted for review.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 4: By April 1, 2009, 70% of students in grades 3-5 will demonstrate mastery of 80% or more on each of the school-developed social studies unit tests aligned to the South Carolina social studies standards. Assessment items are taken from the Scott Foresman PACT Practice books as well as teacher-made standards assessment items.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
1. **Students in grades 3-5 will receive a minimum of 150 minutes of Social Studies instruction weekly which is aligned to SC Social Studies Curriculum Standards.**	Administrator/ Dr. Gary Curriculum Coach/Mrs. McAlister External Review Team Teachers & Staff	August 2008	• Designating a minimum of 90 minutes of daily ELA instruction supports the achievement of this goal: • The ERT will be responsible for generating a master schedule which ensures at least 150 minutes of weekly social studies instruction. Teachers will submit daily teaching schedules that show a minimum of 150 minutes of weekly instruction and daily teaching schedules will be posted outside each classroom. Lesson plans will be checked weekly by Dr. Gary for amount of time for social studies and standard(s) noted in daily plans. Weekly walk-through observations will be conducted & feedback will be given to teachers on lesson plans & observations.

2. Teachers in grades 3-5 will incorporate Social Studies Weekly into social studies instruction as a supplement to the social studies textbook.	Administrator/Dr. Gary Curriculum Coach/McAlister External Review Team Grades 3-5 Teachers	September 2008	• Students in grades 3-5 will complete biweekly assessments taken from Social Studies Weekly. Grade level team teachers will evaluate the successful implementation of this strategy & report results to principal, curriculum coach, and ERT during monthly grade level planning minutes.
3. Students in Grades 3-5 will read a minimum of one historical novel during the year as a supplement to the social studies textbook.	Administrator/Dr. Gary Curriculum Coach/McAlister External Review Team Grades 3-5 Teachers	November – March 2008	• Students in grades 3-5 will complete a writing exercise based on the novel and this writing will be graded by teachers with the SC Writing Rubric. Results will be recorded and submitted to principal, curriculum coach, and writing interventionist.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1:
By April 1, 2009, 100% of the teachers at Jackson Elementary will demonstrate mastery of the analysis of data (PACT, MAP, and DIBELS) by scoring at least a 12 on a 16 point rubric used to assess the development and instructional interpretation of their class data notebook.
(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
The principal will provide NWEA MAP Training for all teachers.	**Principal/Gerald Gary** **Director of Professional Development/Dr. John Gardner**	**Aug. 2008**	• Map Training will be provided on Aug. 11 and date to be determined. An agenda of the meetings will be kept on file with the Curriculum Coach. • A recorded roster of all teachers attending training will be submitted to the principal.(Gary) • Teacher evaluations of training will be collected by the administration and discussed with teachers at common planning meetings during the month following the training. The meeting summary will be filed with the Curriculum coach for documentation. (Gary) • The data notebook will be reviewed for class based data analysis and rated using the school developed Mastery of Data Analysis Rubric. Individual teacher conferences will be held with teachers as needed and a log of conferences will be maintained. (Gary)
Principal will facilitate the development of teacher Plans of Work which will be used to guide instruction based on classroom data.	**Principal**	**Sept. 2008**	• Copies of Plan of Work submitted to principal by Oct. 30, 2008.(Gary) • Plans of Work will be reviewed 3 times during the year and written feedback will be shared with teachers. Copies of feedback will be kept on file with the Curriculum Coach.(Gary) • Teachers will adjust instructional strategies for increased student achievement based on analysis of the Plan of Work, Instructional adjustments will be documented by the principal through review of weekly lesson plans and weekly observations with feedback to teachers kept on file.

| The principal will monitor focused interventions in math for students identified based on Fall RIT Scores from MAP. | Principal | Sept. 2008 | • Rosters of identified instructional groups based on data will be filed with the Curriculum coach.(Gary)
• Schedules for the focused intervention groups will be determined and implemented by Oct. 30, 2008.(Gary)
• The principal will review Data notebooks for implementation of focused intervention programs based on data by October 30, 2008.(Gary)
• The principal and curriculum coach will review academic progress of identified students for focused intervention programs with teachers during monthly common planning meetings. A summary of the meetings will be kept on file with the Curriculum coach. (Gary)
• Principal will meet with teachers to revise strategies and groups as needed (Gary)
• The data analysis of student assessments by teachers will be used to guide and adjust classroom instruction to insure increased student achievement. Use of "best practices" for math will be documented by the principal through review of weekly lesson plans and weekly observations with feedback to the teachers kept on file. |

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2:
By April 1, 2009, the principal will support the development of a Professional Learning Community in the school which will ensure that 30% of the students in grades 3, 4, and 5 will increase at least one PACT performance level in reading and language usage & math from the Fall 2008 administration to the Spring 2009 administration of the MAP Reading and Language Usage and Math assessments based on the Northwest Evaluation Association's MAP/PACT Correlation for projected performance on PACT.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
The principal will provide year long professional development training on the Professional Learning Community.	**Principal/Gerald Gary Curriculum Coach Teachers**	**Sept. 2008**	• Professional Learning Community training will be held on the fourth Monday of each month from October through April. • A copy of the book, Whatever It Takes, will be provided to each teacher and discussed as part of a book study at the monthly trainings. Attendance rosters, book study materials and teacher reflections will be kept on file with the principal. – (Gary) • Implementation of professional collaboration will be monitored through sharing of Best Practices during meetings held the 4th Monday of each month from October to April. A schedule for sharing by teachers will document the participation of each grade level and content area. Copies of materials, attendance rosters and teacher reflections will be kept on file with the Curriculum coach. • Student achievement will increase through the implementation in the classrooms of "best practices" discussed in Whatever It Takes and the "Best Practices" monthly meetings. Use of "best practices" for each content area will be documented by the principal through review of weekly lesson plans and weekly observations with feedback to the teachers kept on file.

The principal will review lesson plans weekly to ensure that they are standards-based and directly correlated to pacing guides and approved curriculum and include "best practices" for instruction.	**Principal/ Gerald Gary Teachers**	**Aug. 2008**	• Lesson plans will be submitted to the principal weekly and reviewed for time allocation in content areas, standards based instruction, differentiation, and "best practices". Feedback and/or teacher conferences will be documented and on file with the principal. Review of lesson plans will indicate the level of understanding by teachers of academic standards and effective instructional practices (Gary)
The principal will conference with teachers to assess needs as related to the student achievement goals in the FSRP. Plans for improvement will be developed as needed.	**Principal/Gerald Gary**	**Aug. 2008**	• Individual conferences will be held with each teacher at a minimum of one time per year focused on class progress toward meeting the student achievement goals in the FSRP. The conference schedule will be on file with the principal. • Conference Logs will be maintained and filed with the principal.(Gary) • Copies of Improvement Plans for teachers will be maintained and filed with the principal. (Gary)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1: By April 1, 2009, the district will support instructional initiatives in math and the use of data analysis which will ensure that 30% of the students in grades 3, 4, and 5 will increase at least one PACT performance level in math from the Fall 2008 administration to the Spring 2009 administration of the MAP Math assessment based on the Northwest Evaluation Association's MAP/Pact Correlation for projected math performance on PACT.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
The Office for Professional Development will provide funding for teachers and administrators to attend professional development activities in the area of MAP Data Usage. • **Provide training outside the district**	Director for Professional Development / Gardner	Sept. 08	• Funding Logs will indicate the amount of funding and listing of conference attendance. Records will be maintained by the director. • A schedule of PD training that meets the needs of MAP Data Usage opportunities will be provided to the school. • Teachers will share strategies learned with other staff. Evidence of presentation will be on file with the principal. Gardner • Mastery of use of data analysis will assist teachers in providing instruction based on student needs.
The Office for Professional Development will provide guidance in providing opportunities in the development of MAP Data Analysis. • **District Office Staff will provide in-house training**	Director for Professional Development / Gardner Director of Assessment/ Carter	Sept. 08	• Dates of scheduled PD training for data analysis will be provided. • Certificates of attendance for each teacher participating in the Disaggregation of MAP Data training will be logged. • Teachers participating will present at Teacher University /Instruction Fair. Evidence of presentation will be on file. Gardner • Mastery of use of data analysis will assist teachers in providing instruction based on student needs.
The district will provide SuccessMaker as a focused intervention and support the schools efforts to reteach academic standards when students do not master the material the first time taught.	Director for Professional Development / Gardner Executive Director for	August 08	The District will continue to provide funds for the Successmaker program. The account log will be used for documentation. Implementation of SuccessMaker will be monitored. (Hopkins) • Four conferences with the principal to review

	Elementary Education / Hopkins Instructional Directors		• **Program Placement at JES (funding source noted)** **Effective use of Successmaker, an adaptive instructional software program, will support increased student achievement in math.**

Focused District Instructional Leadership Goal 2: that 30% of the students in grades 3, 4, and 5 will increase at least one performance level in ELA from the Fall 2008 administration to the Spring 2009 administration of the MAP ELA assessment based on the NWEA's MAP/PACT correlation of projected performance levels for PACT.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
The Office for Professional Development will provide funding for a school-wide professional book club as teachers and administrators study DuFour's <u>Whatever It Takes – How Professional Learning Communities Respond When Kids Don't Learn</u>	Office for Professional Development / Gardner	Sept. 08	Funding Account logs will document purchases. (Gardner) Rosters of Participation and agendas of the monthly Professional Book Club meetings will be maintained by the principal and reviewed by the director. Agendas of Professional Book Club meetings will be maintained by the principal and reviewed by the director. Copies of Power Point presentations and other handouts from presentations will be on file with the principal to share with other schools. (Gary) Through weekly review of lesson plans and weekly classroom observations by the principals, it will be noted that teachers incorporate "best practices" discussed in the book study in their ELA small group instruction for increased student achievement.
The District Office will provide common planning opportunities for teachers to work collaboratively within the school and on a district wide basis.	Superintendent / Dr. Morgan Instructional Directors	August 08	Teachers will meet together four times yearly (as scheduled by the district) during common planning in grade alike / subject alike meetings. The District In-Service Schedule and Attendance Sheets will be maintained by the director. Evaluation Sheets will be collected, reviewed and summary provided to school and district staff.(Hopkins) Through this professional collaboration, teachers will identify "best practices" for the specific grade

			level and incorporate them into their daily planning and instruction. Use of "best practices" will be documented through review of weekly lesson plans and weekly observations by the principal and reviewed with the director monthly.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Jackson Elementary School
Overview of Programs

Title 1
Through Title I, the federal government disburses money to school districts based on the number of low-income families in each district as determined by census data. Each district uses its Title I money to supplement and improve regular education programs offered to help students meet state standards.

MAP Testing
The **M**easures of **A**cademic **P**rogress are electronically administered and scored to measure growth in student learning for individual students, classrooms, schools, and districts to provide accurate and immediate scores. This information helps teachers plan instructional programs, appropriately place new students, and screen students for special programs.

MAP is a computerized adaptive testing system that tailors tests to a student's achievement level. Each student takes a test that is dynamically developed for him/her as the test is being administered. The program instantly analyzes the student's response to each test question and based on how well the student has answered all previous questions, selects a question of appropriate difficulty to display next.

Focus Groups
Students scoring borderline "basic/proficient" on the Palmetto Academic Challenge Test (PACT) are designated for targeted group instruction. The goal is to move these students to the next level through focused, intense instruction. Our music, art, and computer lab teachers assist with this effort by targeting groups of 3rd-5th grade students four 50 minute periods per week.

SuccessMaker
"SuccessMaker" is instructional software with an innovative balanced program which offers hours of interactive learning experiences in reading and math. In our computer lab this program is used as a resource to reinforce skills.

Accelerated Math Program
This technology software helps teachers provide the essential practice component of their math curriculum. It creates paper assignments tailored to each student's current level, automatically scores all math practice, including assignments and tests, provides ongoing feedback on students' daily practice, and helps differentiate instruction addressing students' individual needs.

Extended Day Tutoring

This early morning and after-school program targets students who scored "below basic" in the subject areas of reading and math on the Palmetto Achievement Challenge Test (PACT). Certified teachers work with these students on a weekly basis using differentiated instruction.

TestView
This is a web based analytical tool that integrates standardized test score data with demographic, class, and teacher data. Users at the district, school, and classroom levels can track, chart, and manage performance data. Educators can easily track and analyze academic progress, automatically develop academic plans, allocate resources, report on student performance and administer state/federal accountability mandates.

Data Wall
The principal, faculty, and staff of Jackson School support the belief that students who understand how to interpret their performance scores on tests and how their scores impact the overall school scores, will realize how important it is to do their very best for the benefit of all. Data walls display information so that the student is made aware of areas of strengths and weaknesses. These displays can be in the form of student or teacher made graphs, lists, etc.

Data Notebook
Each classroom teacher will keep a notebook with all pertinent assessment information for students including PACT, MAP, Dibels, etc. This information will help inform instruction throughout the year.

Technology Thursdays
Every Thursday is designated as "Technology Thursday". Teachers are strongly encouraged to use some form of technology as an instructional tool/teaching method including but not limited to S.M.A.R.T. boards (Self-Monitoring Analysis and Reporting Technologies), computers/laptops, PowerPoint presentations, whole-class instruction utilizing the computer lab. Our principal conducts class to class walk-throughs and gives verbal accolades.

S.M.A.R.T. Family Night
Whenever we begin new programs or initiatives, we try to include our parents in the effort. All classroom teachers and a few special area teachers have received and are now using S.M.A.R.T. (**S**elf-**M**onitoring **A**nalysis and **R**eporting **T**echnologies) boards as teaching tools. Students invite their parents for S.M.A.R.T. Family Night to demonstrate how this amazing technology is used in the classroom for instruction.

Star Math Program
This scientifically based progress monitoring tool is an assessment students can complete in about 15 minutes and teachers immediately have their student math levels in hand. Teachers receive accurate, reliable, norm-referenced math scores including grade equivalents, percentile ranks, and normal curve equivalents. With this information, teachers can determine the appropriate level of challenge for each student to personalize practice and individualize instruction. They can use this information to predict results on state and national standardized tests and track growth in student math achievement longitudinally, facilitating the kind of growth analysis recommended by state and federal organizations.

Accelerated Reader Program
Accelerated Reader (AR) is a computerized reading program that enables teachers to motivate, monitor and guide students on their pathway to becoming fluent, independent readers. This program enables students to read books at their own instructional reading levels. A student selects and reads a book from the AR book list that is at his own reading level. Next, the student takes an Accelerated Reader Practice Quiz at school to determine whether or not he understood what he read. Finally, the computer gives the student immediate feedback adds the quiz results to the

student's reading record and generates a report for the student and teacher. Students earn points based on the book's length and the number of questions answered correctly.

STAR Reader Program
The purpose of STAR (Standardized Test Assessment of Reading) Reading is to assess student reading skills. The assessment provides an approximate measure of each student's reading level. This testing software gives teachers detailed, objective data to target instruction and ensure success for every student, regardless of level.

L.E.A.P. Program
Our Language Enrichment and Acceleration Program is a component of the Reading Recovery Program—a nationally known program created by Marie Clay from New Zealand. It was originally designed as a one-on-one program for first graders to accelerate their reading and writing ability. We have expanded the program to include kindergarten students also. Whole classrooms work in small groups (grouped by ability) and led by facilitators--overseen by a certified teacher trained in Reading Recovery techniques.

SOAR to Success
Students who are reading below grade level are targeted with this reading program. Many of these students know isolated decoding skills, but are not applying them during reading. Often, the reading fluency and the reading comprehension are not at the same level. The goal of "SOAR to Success" is to accelerate the reading comprehension of these students as quickly as possible. This small-group pull-out program helps students apply decoding skills and develop effective strategies for constructing meaning.

"Communities In Schools" READ Program
Communities In Schools (CIS) is a local agency that helps homeless families, especially school-age children. Their READ (Reading Enhances Academic Development) Program is a one-on-one reading tutorial program that targets at-risk K-2 students. The two certified READ teachers use the "Great Leaps" reading curriculum.

SRA Reading Program
Science Research Associate reading kits are designed to improve students' overall level of reading comprehension while strengthening their inferential, critical thinking and reasoning skills. The exercises gradually increase in difficulty over three levels; A, B, and C. Students learn to read with understanding and precision while refining their problem-solving abilities—all at their own pace. The kits include exercises with immediate feedback to reinforce learning. Placement Tests and Teacher Handbooks help properly diagnose beginning levels, evaluate progress and assist with skills development. Students track their own performance in their Student Record Book.

FOSS and STC Science Kits
Inquiry-based hands-on science is a method of teaching and learning that focuses on the use of activities and investigative equipment. Full Option Science System (FOSS) kits include equipment and materials needed to assist students in assuming the proactive role of scientist by observing the environment around them, establishing the issues present, asking questions and conducting experiments to try out ideas and verify results. Communication and collaboration are strengthened through classmates discussing, writing, reading, and even drawing together. Math skills are strengthened through measuring, graphing, adding, and subtracting.

Science Notebooking

As teachers involve students in inquiry-based science investigations, students are encouraged to communicate their understanding of concepts through science notebook writings. Not only are these notebooks an effective strategy to help students learn science but research has shown that science notebook writing may also be a way for students to strengthen their language skills as they develop an understanding of the world around them. Science notebooks contain information about the students' classroom experiences and students are encouraged to use them as scientists would, before, during, and after all investigations. They are a place where students formulate and record their questions, make predictions, record data, procedures, and results, compose reflections, and communicate findings. Most importantly, notebooks provide a place for students to record new concepts they have learned.

Math Pacing Guides

Our math pacing guides were developed by teachers in Kershaw County School District to ensure grade to grade continuity, timely intervention, and to ensure that the curriculum is taught.   Teachers can refer to these guides to pace their instruction to cover the skills for the year. It aligns instruction to standards, maximizes the breadth of coverage of standards, and maximizes time on task for students and teachers. Student learning is the targeted result.

Network Shared Folder

Jackson will use an online network web folder for teachers, administrators, etc. to share lesson plans, activities, web sites, etc. for common use.

ESOL – English to Speakers of Others Languages

English to Speakers of Other Languages (ESOL) is a state funded instructional program for eligible English Language Learners (ELLs) in grades K-12. The ESOL Program is transitioning from a discrete skills curriculum to a standards-based curriculum emphasizing language proficiency. The program's overarching standard is that students will use English to communicate and demonstrate academic, social, and cultural understanding.

Professional Book Club

A professional book club involves the reading and study of a book by teachers that will enhance their knowledge and incite in their profession and teaching practices. It promotes professional conversations using the contents of the particular book as a focus point.

Best Practice Sharing

The object of *Best Practice Sharing* is to promote the sharing of teaching ideas and strategies that have been successful with other colleagues.